**Senior Music**

**Grade 12 and 5th year**

**AMI/H4M1**

**August 2012 (last revised)**

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(following description taken from ON Min. of Ed. Curr., Arts)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

(specific to Rosedale Heights School of the Arts)

This course will engage students individual creativity through making music within the classroom, school, and outside of school communities. Creating and Performing, Reflecting, Responding and Analysing, and Foundations will focus on Jazz and Popular Musics but other Western and non-Western Musics will also be covered.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title** | **Hours**  **(approx.)** |
| 1 | **Performance** - practice, rehearsal, performances (infused in and with other units) | 70 |
| 2 | **Be-bop -** history, theory, improvisation | 10 |
| 3 | **“Pop,” “Rock”** – history, arranging improvisation | 10 |
| 4 | **Ellington/Big Band** - arranging, history, theory | 10 |
| 5 | **Motown** - history, arranging | 10 |

**Overall Expectations**

A. **Creating and Performing**; by the end of this course, students will:

A1. **The Creative Process:** apply the stages of the creative process when performing notated and improvised music and also when composing and/or arranging music;

A2. **The Elements of Music:** apply the elements of music when performing notated and improvised music and also when composing and/or arranging music;

A3. **Techniques and Technologies:** use a range of techniques and technological tools in a variety of applications related to music.

B. **Reflecting, Responding, and Analysing**;, by the end of this course, students will:

B1. **The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;

B2. **Music and Society:** demonstrate an understanding of social and cultural influences on and effects and functions of traditional, commercial, and art music;

B3. **Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;

B4. **Connections Beyond the Classroom:** assess opportunities and requirements for continued engagement in music.

**C. Foundations**; by the end of this course, students will:

C1. **Theory and Terminology:** demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

C2. **Characteristics and Development of Musical Forms:** demonstrate an understanding of the origins, development, and characteristics of various forms of music;

C3. **Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices relating to music.

**Teaching/Learning/Assessment (formative) Strategies**

A variety of teaching and learning strategies are used throughout the course, including:

|  |  |  |
| --- | --- | --- |
| classroom lessons  rehearsals  collaborative and cooperative learning | student-teacher conferencing  independent study  demonstrations  practical applications | research  homework  theoretical lessons  and assignments |

**Evaluation Strategies(Summative)**

|  |  |  |
| --- | --- | --- |
| Performance Assessment  Research Projects/Essays  Assigned Exercises | Peer and self-evaluation  Presentations/Lessons  Concert Performances | Journals  Rehearsals  Arrangements |

**Personal Communication**

Conferencing, Student-teacher interviews, Teacher-group

Ongoing verbal feedback, Critique self/peer

Post Evaluation discussion

**Assessment Tools**

Rubrics (to be handed out with assignment descriptions), checklists, marking schemes, Self/peer assessment, Anecdotal comments with suggestions for improvement

Evaluation of student work will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

The percentage weighting of each category is as follows:

|  |  |
| --- | --- |
| **Categories** | % |
| Creating and Performing | 60 |
| Reflecting, Responding, and Analysing | 20 |
| Foundations | 20 |

**Evaluations and Percentages**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reporting Period** | **Term Work** | **December Exam** | **Culminating Activity** | **Total** |
| October (interim) | 100% |  |  | 100% |
| January | 70% | 30% |  | 100% |
| March | 80% | 20% |  | 100% |
| June | 60% | 10% | 30% | 100% |